



Varnville Elementary

395 Pine Street East
Varnville, South Carolina

Grades	PK-3 Elementary School	
Enrollment	366 Students	
Principal	Donna G. Kinard	803-943-2376
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs. Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

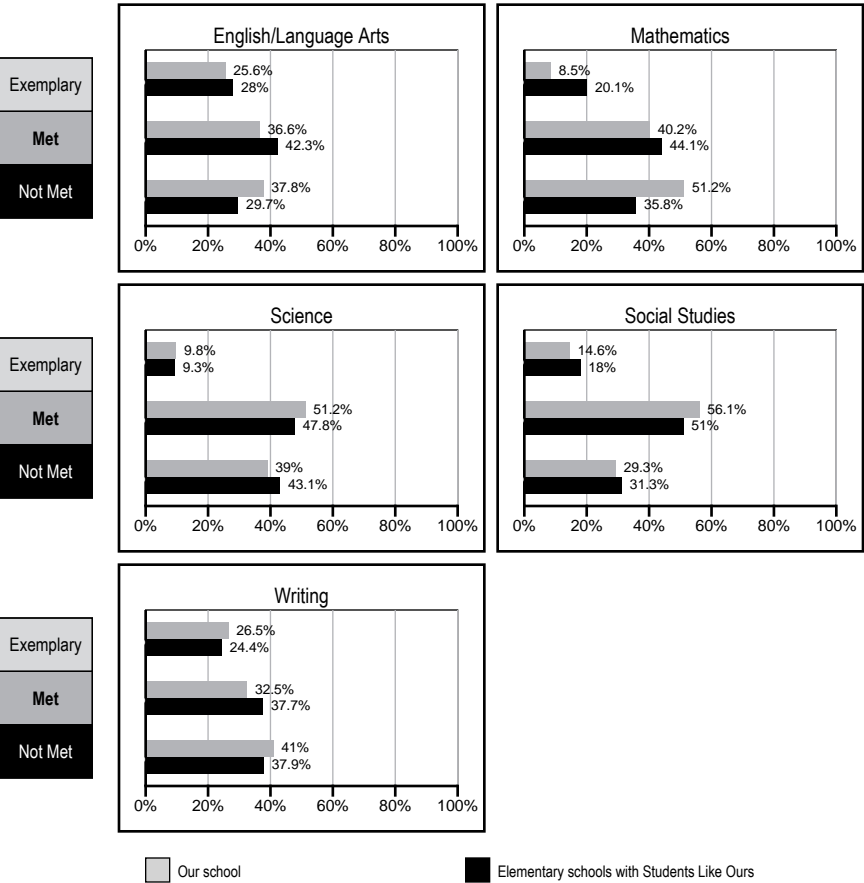
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	85	28	2

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=366)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 2.8%	2.5%	1.9%
Attendance rate	96.2%	Up from 95.5%	96.1%	96.3%
Eligible for gifted and talented	0.0%	Down from 3.5%	6.5%	10.0%
With disabilities other than speech	4.3%	Up from 3.2%	9.0%	7.7%
Older than usual for grade	1.2%	Down from 1.6%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Up from 48.3%	56.8%	59.4%
Continuing contract teachers	92.3%	Up from 89.7%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 86.2%	84.9%	85.9%
Teacher attendance rate	94.9%	Up from 93.7%	95.0%	95.1%
Average teacher salary*	\$46,240	Up 4.4%	\$46,054	\$47,149
Professional development days/teacher	9.2 days	Down from 12.4 days	11.7 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.7 to 1	18.4 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 87.9%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,438	Down 5.9%	\$7,722	\$7,458
Percent of expenditures for instruction**	68.8%	Up from 68.3%	67.9%	68.8%
Percent of expenditures for teacher salaries**	65.5%	Up from 61.9%	62.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Varnville Elementary School is proud to be a three-time Red Carpet winner for providing a family-friendly atmosphere. In addition, we are excited to continue as a Child Development Educational Pilot Program (CDEPP) site and host three, all-day pre-kindergarten classes.

VES is committed to ensure all students achieve success. It is our goal to instill a deeper love of learning in our students. We have implemented many innovative programs this year. We utilize our highly-qualified staff members and Six National Board Certified teachers to offer quality instruction to our students. Our students excel using the Academy of Reading and the Academy of Math, computer programs designed to assess and develop students' reading and math skills. We also continue to expand our opportunities in the arts. Six classroom teachers received District Arts Infusion grants to enhance classroom learning. Numerous students participated in a spring production of Little Red Riding Hood. Students also gained knowledge about creative writing techniques from a visiting author. Further, we received five Palmetto Electric Bright Ideas grants, totaling almost \$5,000. VES also received an \$800 Target grant to take the 3rd grade to see the Hunley.

We provide many opportunities for our students to excel. Programs at VES stimulate intellectual, emotional, and physical growth in students. These programs include Student of the Week, Birthday Club, 3rd grade BUG (Bringing Up Grades) Club, Academic Presidential Fitness Program, Honor Roll Awards, Principal's List, Perfect Attendance Award, "Book-It" Club, Jump Rope for Heart, Relay for Life, Garden Club, Arbor Day Celebration, and Soil Conservation Poster Contests. One hundred percent of our students participated in The Governor's Reading Honor Roll reading initiative again this year. Students also participated in Read Across America Day with the Cat in the Hat.

The success of VES is attributed to dedicated community members, business partners, parents, volunteers, faculty and staff, district personnel, and Board of Trustees. We are a cohesive team, and we believe all stakeholders play an important role. We are proud of our accomplishments, and we believe our enthusiasm about learning is the key to our success.

Sally Williams, SIC Chair
Donna G. Kinard, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	29	86	63
Percent satisfied with learning environment	86.2%	90.1%	88.9%
Percent satisfied with social and physical environment	96.6%	88.0%	88.7%
Percent satisfied with school-home relations	79.3%	88.0%	85.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 14 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	87	100	37.8	36.6	25.6	80.5	77.7	82.8	Yes	Yes
Gender										
Male	38	100	41.7	33.3	25	77.8	73.7	79.3	N/A	N/A
Female	49	100	34.8	39.1	26.1	82.6	81.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	46	100	36.4	31.8	31.8	81.8	80.2	89.5	Yes	Yes
African American	41	100	39.5	42.1	18.4	78.9	75.6	73.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	60	100	41.8	38.2	20	76.4	73.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	87	100	51.2	40.2	8.5	61	72	78.9	Yes	Yes
Gender										
Male	38	100	52.8	33.3	13.9	58.3	68.7	77	N/A	N/A
Female	49	100	50	45.7	4.3	63	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	46	100	40.9	52.3	6.8	72.7	78.3	87.2	Yes	Yes
African American	41	100	63.2	26.3	10.5	47.4	66.3	66.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	37.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	60	100	60	34.5	5.5	50.9	65.8	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	43	100	39	51.2	9.8	61	60.4	67.5
Gender								
Male	17	100	31.3	56.3	12.5	68.8	60.6	67
Female	26	100	44	48	8	56	60.2	68
Racial/Ethnic Group								
White	22	100	40.9	54.5	4.5	59.1	69.4	79.5
African American	21	100	36.8	47.4	15.8	63.2	51	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	30.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	30	100	42.9	46.4	10.7	57.1	52	55.1

Social Studies

All Students	44	100	29.3	56.1	14.6	70.7	64.9	72.3
Gender								
Male	21	100	N/AV	N/AV	N/AV	60	64.1	71.5
Female	23	100	19	52.4	28.6	81	65.8	73.2
Racial/Ethnic Group								
White	24	100	22.7	54.5	22.7	77.3	71.5	80.7
African American	20	100	36.8	57.9	5.3	63.2	60	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	33.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	30	100	33.3	55.6	11.1	66.7	59.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	86	100	41	32.5	26.5	59	64.8	70.2	96.2	95.9
Gender										
Male	38	100	54.1	27	18.9	45.9	56.1	63.2	96.3	95.7
Female	48	100	30.4	37	32.6	69.6	73.6	77.5	96.1	96
Racial/Ethnic Group										
White	46	100	40	26.7	33.3	60	67.8	79.1	95.3	94.9
African American	40	100	42.1	39.5	18.4	57.9	62.1	57.6	97	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	96.1	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	62.6	96.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	87.5
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	13.8	26.1	95.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	61.2	96.1	96.8
Socio-Economic Status										
Subsidized meals	59	100	46.4	33.9	19.6	53.6	58.3	58.9	95.9	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	87	100	37.8	36.6	25.6	62.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	87	100	51.2	40.2	8.5	48.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	39	51.2	9.8	61
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	44	100	29.3	56.1	14.6	70.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	86	100	41	32.5	26.5	59
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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